Embedding career education in the Victorian Curriculum F–10

Economics and Business: Levels 5 and 6

An existing learning activity linked to a particular learning area or capability in the Victorian Curriculum F–10 can be easily adapted to incorporate career education, enriching students’ career-related learning and skill development.

1. Identify an existing learning activity

**Curriculum area and levels:** Economics and Business, Levels 5 and 6

**Relevant content description:** Identify influences on consumer choices and explore strategies that can be used to help make informed personal consumer and financial choices ([VCEBC004](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEBC004))

**Existing activity:** Watching or reading sample advertisements and identifying the strategies businesses use to try to sell products.

**Summary of adaptation, change, addition:** Creating an advertising campaign for a product and explaining the advertising strategies used. Considering the skills required in order to prepare an advertising campaign or advertisement

2. Adapt the learning activity to include a career education focus

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| Existing learning activity | Adaptations, changes or extensions that can be made |
| Teacher provides students with advertisements for a product they are familiar with. | As an extension, students discuss and record the components included within the advertisements. For example, graphics, written or spoken text, art and design etc. They then consider what types of occupations/job categories exist within the advertising industry and what specific skills and qualities might be required to work within this industry. |
| Students read or watch the advertisements and list why they might want to buy the item based on the advertisements. What perceived benefits does the product provide? | Students design an advertising campaign for a new or existing product. This advertisement could be a video, poster or email. Students consider which of the techniques used to persuade potential buyers of products are likely to be most effective. |
| Teacher facilitates a class discussion about the advertising strategies and methods businesses use to persuade people to buy products. | Students write a paragraph explaining the advertising strategies they used to persuade people to buy their product and why these are likely to be effective marketing tools. Students should include whether they enjoyed creating an advertisement, the skills they required to do this and whether this is a job they might want to do in the future.Students at these levels will also benefit from reflecting on where else they might use some of these skills. For example, if they aspire to school leadership, sports coaching or want to join the debating team when they reach high school, the skills of persuasion and good presentation will be important.  |

Considerations when adapting the learning activity

* Teacher will need to collect appropriate advertisements to provide to students. These can be sourced from newspapers or found online. Television advertisements can be found by searching on [YouTube](https://www.youtube.com/).
* Teachers may wish to use opportunities to extend the discussion to include career roles that relate to products being advertised as a way of extending the reach of career exploration, as students of this age will benefit from being able to imagine a wide range of potential careers. Within any advertisement, there will often be a good range of incidental career-related information that can be used as discussion stimulus.

Additional resources to help when adapting the learning activity

Website with a number of successful television commercials:

* Biteable, [Best commercials](https://biteable.com/blog/tips/best-commercials/)

Benefits for students

Know yourself – self-development:

* By reflecting on whether designing advertisements is an activity that they enjoy, students build self-awareness about whether a career in this area would suit them. They can then explore potential career options within this field in later lessons or years.
* Teacher can assist students to make the connection between the tasks they enjoy working on and potential career opportunities.

Know your world – career exploration:

* By reflecting on how the activity is similar to the work done by someone working in advertising, students connect their learning with the world of work, and broaden their understanding of available career opportunities to include working within marketing or advertising.
* By creating a product advertisement, students will experience work by engaging in the same work that would be completed by someone in a marketing or advertising career.
* Students use information and technology effectively as they identify components of advertisements and create their own ads for a product.

Manage your future – be proactive:

* Students reflect on the connection between their work at school and tasks undertaken in the workplace, utilising an opportunity to learn and explore the world of work.